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ABSTRACT

This book is intended to provide a systematic approach to improving the test performances of students with disabilities in the context of the increased inclusion of these students in state and district educational assessments. Chapters include guides for decisions and forms to document them and to track student progress. Each chapter also provides a self-test for the reader and a list of additional resources, including Internet sites. Chapters address the following topics: (1) key elements in maximizing the performance of students with disabilities; (2) principles and examples of educational accountability; (3) standards-based instruction as the backbone of educational accountability; (4) improving the performance of students on alternate assessments; (5) accommodations--making sound decisions for instruction and assessment; (6) preparing students for testing; (7) parent support for testing; (8) integrating transition needs with accountability requirements; (9) instruction--the bottom line in improving test performance; (10) teaching and assessment for students in the gray area; and (11) addressing the assessment needs of students with disabilities who are learning English. Also included are reproducible forms, a list of resources for professional development, a list of technical assistance and dissemination networks, and a glossary. (Individual chapters contain references.) (DB)

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